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ABSTRACT

This document provides the proceedings a Postsecondary Symposium on School-to-Work. Participants were asked to identify and examine issues and offer policy recommendations relative to higher education and School-to-Work (STW), a growing national workforce development reform. The program included keynote presentations from leaders in the STW movement, workshops featuring STW initiatives at the postsecondary level, and a working session to identify a plan of action to increase postsecondary involvement in STW partnerships. The working session generated a set of recommendations for advancing the STW initiative at the postsecondary level that include the following: view education as a community enterprise; operate systems that embrace improvement; revamp the faculty hiring process; survey alumni; increase the connection between work and college; implement a work-based learning requirement; involve employers in education; increase advisory board participation, increase communication on all levels; provide faculty professional development; provide state funding for postsecondary/secondary collaboration and distance learning initiatives; and develop a common articulation system among all institutions. Appendices include the agenda, participant list, and the State University of New York STW committee. (YKH)

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The Postsecondary Symposium on School-to-Work

Proceedings
May 29 and 30, 1997

Produced by:

The Two-Year College Development Center
University at Albany
135 Western Avenue, Husted 208
Albany, New York 12222

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The Postsecondary Symposium on School-to-Work

Proceedings
May 29 and 30, 1997

The Athenaeum Hotel at the Chautauqua Institute
Chautauqua, NY

The Postsecondary Symposium on School-to-Work was a collaborative effort of the School-to-Work Staff and Curriculum Development Project and the Tech Prep Technical Assistance Project of the Two-Year College Development Center, University at Albany and the State University of New York School-to-Work Committee. The Symposium was sponsored on behalf of the New York State School-to-Work Advisory Council. Funding was provided by the New York State Education Department, Office of Workforce Preparation and Continuing Education, School-to-Work Team, under the School-to-Work Opportunities Act of 1994 and the Office of HEOP/VATEA/Scholarship under the Carl D. Perkins Vocational & Applied Technology Education Act of 1990.

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I. INTRODUCTION

On May 29 and 30, 1997, higher education professionals from throughout New York State gathered at the historic Chautauqua Institute in Chautauqua, New York, to participate in the Postsecondary Symposium on School-to-Work. The Chautauqua Institute is a 750-acre, internationally renowned center for the arts, education, religion and recreation located on Chautauqua Lake in southwestern New York. The Institute provided a peaceful, reflective environment that stimulated participants to immerse themselves in the work of the symposium. Educational institutions represented at the symposium included SUNY, CUNY, independent colleges and universities, and state proprietary colleges. Participants included administrators, faculty, admissions staff, academic counselors and advisors, School-to-Work and Tech Prep Coordinators. Representatives from the New York State Education Department, the New York State Department of Labor, and the Two-Year College Development Center also attended.

Participants were charged to identify and examine issues and to offer policy recommendations relative to higher education and School-to-Work, a growing national workforce development reform. The program included keynote presentations from leaders in the School-to-Work movement, workshops featuring School-to-Work initiatives at the postsecondary level, and a working session to identify a plan of action to increase postsecondary involvement in school-to-work partnerships. The working session generated a set of recommendations for advancing the School-to-Work initiative at the postsecondary level. The recommendations for postsecondary institutions follow:

II. SUMMARY OF RECOMMENDATIONS

1. View education as a community enterprise.

2. Operate systems that embrace high quality and continuous improvement.

3. Revamp the process for hiring faculty.

4. Define what students should do and know upon graduation.

5. Survey alumni about the effectiveness of their college education as related to career preparation.

6. Increase the connection between the work place and college coursework.

7. Implement a work-based learning requirement as a capstone experience for all students.

8. Involve employers in curriculum and program development.

9. Increase participation by advisory boards.

10. Increase opportunities for faculty involvement in advisory committees.

11. Talk across disciplines and levels.

12. Develop opportunities for faculty to intern in business and industry.

13. Provide professional development opportunities for faculty to develop new teaching strategies.

14. Use collaborative teams of secondary and postsecondary teachers in curriculum development.

15. Provide State funding for postsecondary/secondary collaboration and distance learning initiatives.

16. Develop a common articulation system between all institutions.

17. Develop common review standards for nontraditional credentials.

18. Explore the possibility of the four-year colleges' acceptance of student's experiential learning.

19. Consider portfolio assessment in the college admissions process.

20. Train admissions, advisement and counseling staff about issues related to public assistance recipients.

21. Sponsor career days.

22. Host local symposia to create awareness for STW.

III. OPENING REMARKS AND PLENARY SESSION

OPENING REMARKS

The conference opened with remarks from Constance Spohn, Interim Director of the Two-Year College Development Center, and greetings from Barbara Martinage, Associate from the New York State Education Department's School-to-Work Team. Ms. Spohn provided an overview of the conference agenda and introduced Ms. Martinage.

Ms. Martinage welcomed conference participants and expressed the State Education Department's commitment to building the postsecondary collaborations necessary for achieving a seamless school-to-work system in New York State for youth, kindergarten through age twenty-four. She strongly encouraged participants to reflect on the impact of School-to-Work, welfare reform and the emerging workforce development system on their respective institutions. Noting that these initiatives will require growth and change at all levels of the postsecondary system, she challenged participants to think about how their professional role(s) should evolve.

She also asked that participants be aware of the profile of "the new student" emerging from the secondary school system and the challenges they might pose to teaching and learning. This student will exhibit higher academic competencies, will be better able to demonstrate knowledge, much of which may have been obtained through workplace study, and may have a better defined career path in mind. She indicated that in order to attract and retain these students, postsecondary institutions may need to consider changes in admissions practices, instruction, and curriculum offerings. In closing, Ms. Martinage encouraged participants to explore possibilities in collaborative efforts that will need to occur between secondary and postsecondary institutions given the new Regents Learning Standards, proposed assessments, and pending changes to current high school graduation requirements.

Gregory T. DeCinque, President of Jamestown Community College, welcomed the participants to the Symposium and Chautauqua Area. President DeCinque expressed his

appreciation for the accomplishments of the local School-to-Work Partnership in Chautauqua County and wished the Symposium participants well in their endeavors to further the School-to-Work initiative in New York State colleges and universities.

PLENARY SESSION

Vickie Schray of the Field Services and Technical Assistance Team at the National School-to-Work Office delivered a strong message emphasizing the need for postsecondary institutions to be involved in School-to-Work. School-to-Work is on the cutting edge of school reform, perhaps the "bleeding edge." She felt that if a STW system can be implemented in NYS with its diversity and magnitude, it can be implemented anywhere in the country.

Ms. Schray described the U.S. Department of Education's interagency team approach which involves various programs including elementary, vocational, Title I, bilingual education, etc. There is also a significant amount of information shared between the federal and state levels. She believes with the discussions and reauthorization of the Higher Education Act and VATEA, the window is wide open to make an impact at the postsecondary level. While the pressure on education is great, these are exciting times for the colleges and universities to emerge as leaders rather than passive receivers.

There are two significant barriers to STW: (1) "work" is considered a negative word in the education system, and (2) postsecondary institutions do not see the value of STW. In spite of these factors, commitment for the STW initiative is growing primarily at secondary educational institutions. Broad occupational clusters or career majors are being developed to provide a framework for high school students. The industrial sector is being brought into the curriculum development process through the identification and integration of national skill standards. Conversely, as STW approaches scale, the appropriation for it is sunsetting. By July 1998, over $1 billion in seed money will have been allocated to building a STW system in the funded states. At the end of the five year funding cycle, there probably will not be a

request for additional funding. If postsecondary institutions do not become involved in significant ways in the near future, they will have missed the opportunity.

Postsecondary institutions should become involved in STW for many reasons:

(1) There is a return on the investment.
(2) Employers have expressed a growing concern about the difficulties students face in transitioning from college to work.
(3) Students are provided with skills and relevance to highly skilled jobs.

Labor market information is important to postsecondary institutions to keep their degree programs relevant. The U.S. Department of Labor's statistics indicate that from 1950 to 1991, the number of professional and technical workers grew by 331 percent. This growth is expected to continue for the next eight years with a prediction that one in four of the newly created jobs will be in technical areas and the professions (Employment Outlook: 1994 -2005, December, 1995). High performance work is growing rapidly. Opportunities for the less skilled are vanishing. Retraining workers has been a part of the community colleges' mission for several years. As the skill level for workers increases and employers have less time and money to spend on training, the opportunities for community colleges in this arena will continue to grow.

A concern for postsecondary institutions is the decreasing value of diplomas in the work place. According to a U.S. Department of Education publication, The Condition of Education,

> "Although about three-fourths of recent college graduates who were working full-time reported that their jobs were related to their field of study, only 60 percent reported a college degree was required to get their job." (1996)

Postsecondary institutions involved in STW will benefit from the seamless transition provided for students moving between secondary and postsecondary education institutions and between postsecondary education and work. As approximately 50 percent of students at the postsecondary level drop out, persistence rates are a concern. The Condition of Education publication states that:

- 62 percent of high school graduates go directly on to college.
- Among students entering community colleges during 1989-90, 25 percent had attained either a certificate or associate's degree by 1994.
- Among students entering four-year colleges or universities during 1989-90, 57 percent completed a bachelor's degree in five years. (1996).

As students who have participated in STW curricula enter postsecondary institutions better prepared and motivated for college level work, persistence rates should improve, the need for remedial coursework should be reduced, and the time necessary to complete degree requirements lessened. Resources required for remedial courses will be reduced providing opportunities for higher level skill courses. Ms. Schray believes that to improve the transition process, admission processes will need to be overhauled to recognize the value of alternative types of learning such as applied, pragmatic and work-based learning and consider alternative assessments such as portfolios and certificates of mastery.

As a result of reforms at the secondary level, two- and four-year colleges have a critical role in the preparation and training of teachers, including those at the elementary, secondary and postsecondary levels. Most colleges offering education and medical programs have exemplary models of STW where internship has been an integral part of the program for many years. Ms. Schray recommended that colleges incorporate clinical experiences or internships into all programs of study. She also suggested academic faculty develop innovative strategies to provide work place relevance to students, such as incorporating a business minor in the fine arts programs to provide entrepreneurial skills to artists who are usually self-employed.

IV. PANEL PRESENTATION: SCHOOL-TO-WORK, WELFARE REFORM AND THE WORKFORCE DEVELOPMENT SYSTEM -- WHAT IS THE IMPACT ON HIGHER EDUCATION.

Moderated by Stanley S. Hansen, Jr., Chief, Bureau of College, Schools & Community Collaboration, NYS Education Department. Panelists: Charles Burns, Assistant Provost, Office of Academic Planning and Evaluation, SUNY System Administration; Robert Guiffrida, Project Associate, University Center for Workforce and Business Development, SUNY System Administration; James Donsbach, Associate, Office of HEOP/VATEA/Scholarship, NYS Education Department.

A. SCHOOL-TO-WORK: Presented by Panelist Charles A. Burns, Assistant Provost, Office of Academic Programs, SUNY Systems Administration.

Assistant Provost Charles Burns began the panel presentation by discussing the involvement of higher education in the School-to-Work initiative and indicated that SUNY System Administration is exploring strategies for greater involvement. He expressed recognition of the great efforts undertaken at the secondary level. New York State, in comparison to other states, is doing very well implementing School-to-Work. One factor that accounts for this success is that there is support at the highest levels of government for School-to-Work efforts. This was formally demonstrated in the invitation to postsecondary institutions statewide to participate in this symposium. Letters jointly signed by State Education Commissioner Richard Mills and, where appropriate, Chancellor John Ryan of State University of New York or President James C. Ross of the Commission on Independent Colleges and Universities, were sent to the chief executive officers of each segment of the postsecondary community.

High level support for New York State's efforts also exists on a national level. Assistant Provost Burns indicated that New York was recently selected as one of nine states to participate in the Education Commission of the States (ECS) project: "Roles and Leadership for Postsecondary Education in Connecting Learning and Work." Governor Pataki's letter to Wisconsin's Governor Tommy Thompson, who spearheads the ECS project, was read to symposium participants to emphasis the support of the leadership of New York

State. In his letter, Governor Pataki noted that, "The ECS project presents an opportunity for New York State to advance a comprehensive postsecondary education system grounded not only in strong academics but essential lifetime skills." Under the leadership of ECS Commissioners and a New York State Design Team, a comprehensive postsecondary education model that draws from the basic principles and strategies fundamental to connecting learning and work will be created. This model will address issues such as applied learning and career opportunities, support for campus policy changes to reflect academic and applied learning connections, and participation of dedicated leaders statewide. The design team will organize forums across the state to gather data useful in advising the state of appropriate ties between academic performance and work place skills. New York's ECS representatives and representatives of higher education will review the design team's findings.

In addition to the ECS project, a University School-to-Work committee has been appointed by Chancellor Ryan to serve in an advisory capacity to the Provost's office. The Chancellor has deemed working with the secondary school system as one of his top five priorities. This level of support provides the right climate for postsecondary institutions to undertake School-to-Work with the same zeal as their secondary counterparts. The Chancellor's School-to-Work Committee is drafting a set of recommendations around postsecondary involvement in school-to-work. Some of the issues that are explored in these recommendations include:

- Promoting continuity through curriculum developed between colleges and high schools.
- Review of curricula to ensure that in addition to traditional learning, contextual learning is appropriately included.
- Increase in career development and transition services for students.
- Creation of additional work-based learning opportunities.
- Techniques for increased understanding of employer needs.
- Review of college admission policies to recognize portfolios and industry skill certificates.
- Revisions in both preservice and inservice teacher preparation models to accommodate applied learning approaches and emphasize education-work connections.
- Identification and dissemination of best practices in multidisciplinary settings.

Assistant Provost Burns stated that curriculum development is the toughest job the postsecondary community has to accomplish and that faculty must understand the continuity between work and college. They must develop appropriate academic and workplace learning opportunities, including applied coursework. Other recommendations were to review admission policies; retrain faculty (both full time and adjunct) in applied techniques; develop linkages with the secondary level, especially related to careers; and identify best practices at the postsecondary level and showcase them.

Provost Burns concluded by saying, "It's about time universities look at ourselves and learn from what we've told the high schools."

B. <u>WELFARE REFORM</u>: Presented by Panelist Robert Giuffrida, Project Associate, University Center for Workforce and Business Development, SUNY System Administration

Robert Giuffrida focused on the impact of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL104-93) on higher education. He began his presentation by giving participants an overview of the Federal Act which dramatically overhauls the nation's welfare system for families with minor children by eliminating the Aid to Families with Dependent Children (AFDC), the Job Opportunities and Basic Skills (JOBS), and the Emergency Assistance programs. These programs are replaced with the Temporary Assistance for Needy Families (TANF) Program, a block grant-funded program covering cash assistance and employment and training activities. This change results in a lifetime five-year limit on eligibility for TANF benefits. In addition, there is a requirement to "engage in work" after no more than 24 months of assistance. Recipients must "engage in work" initially for 20 hours per week. In subsequent years, the hour per week requirement increases to 25 and then to 30 hours. Failure to participate in employment related activities may result in loss of Medicaid and other benefits to adults and children.

States will be under enormous pressure to have recipients participate in employment-related activities. These activities, all encompassed in the definition of "engaged in work", include: subsidized or unsubsidized employment, community service, work experience, on-

the-job training, vocational education (one year or less in duration, for up to 20 percent of caseload only), job search/job readiness training for up to six weeks, and provision of child care to a recipient engaged in community service. Should a state fail to reach its target level of percentage of recipients "engaged in work", it may be subject to penalties affecting the entire block grant, not just the portion devoted to employment preparation. Incentives are available for going beyond the target level and for reducing the incidence of unwed childbearing.

Recipients interested in pursuing education will face new requirements as well. Education must be directly related to employment for those who do not have a high school diploma or certificate of high school equivalence, or may consist of satisfactory attendance at a secondary school or in an equivalency course. Except for pursuit of a high school diploma by single heads of household under age 20, hours spent in education and training will not apply to the 20 hour per week work requirement. Such education may still be pursued; but the recipient will need to concurrently perform the required 20 hours per week of work experience, community service, subsidized/unsubsidized employment or on-the-job training.

Mr. Guiffrida pointed out that expenditures of federal funds on postsecondary education is not prohibited under this act. However, postsecondary institutions currently involved in welfare employment preparation may need to make certain adaptations in order to continue these activities under the new law. Expenditures on postsecondary education will assist in meeting participation requirements if appropriate definitions are provided in state enabling legislation and if colleges structure their course offerings appropriately. Under JOBS, postsecondary education through the one-year certificate was defined as skills training, and it is hoped that the definition of job skills training in state enabling legislation will likewise include at least some postsecondary education. Non-credit bearing (usually less than one year) job skills training offered by colleges would fit any likely definition of job skills training or vocational education, but (in the case of the former) the training would have to be supplemented by 20 hours per week of workfare, community service or regular work.

In New York State, welfare is county administered and state supervised. As a result, the task of meeting participation requirements and the penalties for failure to do so will be

shared by counties. Counties will be pressured to utilize any resource that can assist them in meeting requirements. Postsecondary institutions are in a prime position to serve as one of these resources through the provision of various school-to-work activities. For example, colleges may provide work-based activities that fall under the definition of work experience, community service or subsidized/unsubsidized employment. These activities will hopefully facilitate recipients' transition to work and in turn help both the county and state to meet their participation requirements.

In summary, Mr. Guiffrida recommended postsecondary institutions devise a package of services to meet the county's requirements as well as the college's needs. These service packages, while meeting county participation rates, could provide training beyond high school enabling the participant to obtain employment paying a wage sufficient to end welfare dependency. He also recommended that postsecondary institutions work closely at the local level with social service agencies and school-to-work partnerships to avoid perpetuating a multi-tier employment preparation system.

C. **THE WORKFORCE DEVELOPMENT SYSTEM:** Presented by Panelist James Donsbach, Associate, Office of HEOP/VATEA/Scholarship, NYS Education Department.

James Donsbach began by reviewing national and state events which have contributed to the current status of the workforce development system. These included national studies in the 1980's focusing on the "forgotten majority" and high school graduate readiness, and the U.S. Department of Labor's 1991 publication of the SCANS report which coincided with the New York State effort, career pathways. This led to funding of the state's workforce preparation pilot projects. In 1994, the Federal School-to-Work Act was enacted which focused on educational reform as a link to Goals 2000 and preparation for the workforce. Mr. Donsbach also referenced how the 104th Congress attempted to block grant workforce programs resulting in a legislative stalemate due to the influence of various lobbies. The current Congress is still looking at block grants with funding being driven to broader, localized workforce boards.

Collectively these events, according to Mr. Donsbach, point to one key issue: How should employment and training be linked with education reform and workforce preparation while avoiding fragmentation? On one hand, there is employment and training, the Department of Labor, NYS Employment and Training professionals, service delivery areas, private industry councils and short term training, all targeted for localized, short-term needs. On the other hand, there is workforce preparation, vocational education, adult education, School-to-Work, vocational education services for individuals with disabilities, long term preparation, integrated academics and vocational instruction, all targeted for global markets. Welfare reform legislation and the Regents Learning Standards will also impact on a diverse delivery system of School-to-Work and Tech Prep partnerships, ACCESS, EOC and one-stop community service sites, among others.

Although the potential for fragmentation is obvious, events underway are addressing the need for a comprehensive system. In 1995, the Department of Labor and NYATEP authored the "Policy Framework for New York State's Workforce Delivery System", more commonly known as the "Green Book". The Green Book had no broadbased input from the education community. As a result, much concern surfaced throughout the state's workforce provider system. In 1996, State Education Department Commissioner Richard Mills and Department of Labor Commissioner James Sweeney, recognizing the need for collaboration, designated key staff to begin preliminary planning for an integrated workforce delivery system, using the Green Book as the starting point.

In 1997, five design teams were established to help shape a workforce delivery system. These teams addressed access, accountability, programming, common database, and structure and governance. A total of 350 people were solicited from the various delivery system stakeholders, and 20 for each team were chosen to participate. The teams are functioning well, with each having a local and state co-chair holding two to three meetings and have solicited input at the local level. The plan at the time of this symposium was for the two Commissioners to announce a joint workforce delivery system effort. It was anticipated that design teams' recommendations would be made to Governor Pataki in the Fall of 1997.

Mr. Donsbach cited the variety of competing interests as a challenge in creating a statewide workforce development system. Employers want a skilled pool of workers who can adapt skills. They also want incentives to hire new workers. Job seekers want a single point of access, supports during job transition and economic security. The government wants accountability. Training providers look for program opportunities that lead to continuous improvement. It is essential that any workforce development system be grounded in an understanding of these competing interests.

Mr. Donsbach concluded by discussing the role of postsecondary institutions in influencing the emerging workforce development system. He recommended that postsecondary institutions should:

- Consider their role as a delivery agent in preparing new workers and in transitioning displaced workers.
- Review the "Green Book" and the Department of Labor's proposal on "One Stop Centers".
- Plan how to position the campus with emerging local workforce boards, a trend which is likely to continue.
- Provide input to the design teams.

Participants were encouraged to become involved and reassured that their input is needed and would be taken seriously.

V. WORKING SESSIONS SUMMARIES

Facilitated sessions for administrators, advisors and admissions counselors, faculty, and School-to-Work or Tech Prep Coordinators focused on school-to-work issues specific to the participants particular role at their institution. Peer-to-peer discussion resulted in several recommendations. Working sessions were followed by a reporting period with each group sharing their main concerns, issues and recommendations. A brief question and answer period followed.

A. **ADMISSIONS/ADVISEMENT OF STUDENTS:** Facilitated by James Donsbach

Discussion focused on issues related to accommodating non-classroom based learning and moving away from the emphasis on GPAs and class ranks as a means of admissions evaluations. It was noted that some portfolio models are already in use in a few two-year colleges. Corning Community College, for example, has articulation agreements with high schools to use lifelong learning portfolios. Bryant and Stratton also grants credit based on portfolios.

RECOMMENDATION: Consider portfolio assessment in the college admissions process.

It was recommended that models such as these need to be further developed and implemented throughout two- and four-year postsecondary institutions. One concern expressed was that there is reluctance among many four-year institutions to embrace this transition. Time constraints to admit students based on portfolio review were cited as a reason for this reluctance.

The group agreed there is a need to develop common standards for review of nontraditional credentials, such as credit for life experience, skills and work experience, across institutions. They also acknowledged that for such standards to be developed, increased communication with the employer community and between colleges and high schools will be necessary.

RECOMMENDATION: Develop common review standards for nontraditional credentials.

The remainder of the discussion focused on altering admissions practices to accommodate new program trends for public assistance clients. It was predicted that as a result of the new work requirements for this population, a shift to evening classes would be noticed. This would result in prolonging the time period in which degree requirements would be completed. Some of the issues discussed included how to identify

RECOMMENDATION: Train admissions, advisement and counseling staff about issues related to public assistance recipients.

public assistance recipients, the difficulty of getting students to make commitments to study given the need to work in addition to family commitments, and the need for comprehensive advising. Training for admissions, advisement and counseling staff on the sensitive issues related to public assistance recipients was also discussed and recommended.

B. <u>THE IMPACT ON CURRICULUM/INSTRUCTION FOR FACULTY:</u>
Facilitated by Linnea LoPresti

The discussion group reflected on the impact School-to-Work and Tech Prep initiatives have had on instructional techniques and curriculum design and revision. In general, faculty are unaware of these initiatives or have the attitude, "I'll believe it when I see it." The institutional posture has been reactive rather than proactive. Many of the institutions represented are continuing to increase the number and types of articulation agreements between their college and the local high schools. Some faculty members expressed a concern about the possibility of fewer students in courses where college credit is granted at the high school level. Faculty at institutions who have experience in this process reported that they did not see a loss of students. In fact, in many cases they gained students as some of the high school students who take college credit bearing courses do not plan to attend that college but will transfer these courses to other schools. The issue of transfer of these courses to four-year universities and colleges also arose. The difficulties in transfer may be dependent on the way in which the student receives the credit as stipulated in the articulation agreement. Some of the agreements discussed only grant college credit if the student enrolls in that particular institution, making transfer to another college immediately after high school graduation impossible.

This topic led to discussion suggesting removal of barriers between all institutions -- secondary, two-year, four-year and graduate schools.

RECOMMENDATION: Develop a common articulation system between all institutions.

Common articulation between all institutions was cited as a critical factor for systemic reform to occur.

A consensus was reached that the best way to remove barriers between the secondary and postsecondary levels is through faculty-to-faculty communication. Joint curriculum writing and professional development activities have been a successful means of facilitating the necessary changes. Institutions reported difficulty in building the interest of postsecondary faculty for such initiatives. Specifically related to applied vs. theoretical teaching practices, they found it difficult for faculty and demanding of both faculty and students. It was the consensus of the participants that the social sciences and humanities pose more of a challenge in integrating school-to-work. They also cited faculty contractual issues which may need to be addressed including team teaching, placement of courses by department (who owns the course), and courseload/overload issues.

RECOMMENDATION: Increase participation by advisory boards.

RECOMMENDATION: Involve employers in curriculum and program development.

The employer's role in curriculum development was a concern expressed during the discussion. While most institutions said that degree programs had advisory councils, employers did not participate directly in curriculum development. The DACUM (Develop A CurriculUM) process was recommended as an efficient means of involving employers in curriculum to

RECOMMENDATION : Sponsor career days.

RECOMMENDATION: Survey alumni about the effectiveness of their college education as related to career preparation.

RECOMMENDATION: Implement a work-based learning requirement as a capstone experience for all students.

ensure relevancy and the necessary degree of competency.

Other recommendations were to sponsor career days, to implement a work-based learning requirement for all students, and to increase participation by advisory boards. The Worldwide Web was suggested as a communication vehicle. Greater effort in surveying alumni was suggested as a way to determine the strengths and weaknesses of their college preparation in facing issues in the work place. It was noted that in past studies, students expressed a desire to have more opportunities available for work-based learning directly connected to their curricula. Institutions who conduct such studies would find this information invaluable to maintaining the relevancy and credibility of course and program offerings.

The acceptance of off-campus experiences by four-year colleges needs to be further explored as many students continue their education beyond the two-year degree. Insurance liability issues in taking students off-campus were also discussed.

RECOMMENDATION: Explore the possibility of the four-year colleges' acceptance of students' experiential learning.

C. <u>THE IMPACT ON INSTITUTIONAL CULTURE AND FINANCES FOR ADMINISTRATORS:</u> Facilitated by Charles Burns

Administrators were represented from ten SUNY institutions primarily from the community college level. The session which began with a discussion of common concerns regarding the School-to-Work initiative.

In regard to the fiscal management, college administrators expressed concern that the School-to-Work grants are viewed as necessary rather than supplemental, especially by the Board of Cooperative Educational Services (BOCES). One difference cited was that university/college income is Full Time Equivalent (FTE) driven rather than by grants or direct local school district support. This is in contrast to the BOCES who receive direct payment from the school districts as a stream of income. It was felt that the BOCES did not have a stake in supporting the initiative if they were not the fiscal agents or receiving direct payment

from the districts. At question is what colleges will be willing and able to afford in terms of working with the school districts if there is no income strand through grants or other funding sources.

Another concern expressed involved school-to-work advisory or executive committee structure. It was noted that school-to-work partnerships have separate advisory councils. The council may not be representative of the decision makers in the community and participants in the councils tend to be staff-level employees in many cases.

One question posed by the group was, "Where is the postsecondary curriculum connected to STW?" The connection is clearly defined when Tech Prep is part of the STW partnership. Otherwise, there is no defined STW curriculum connection for students. The universal perception is that School-to-Work is targeted for students in grades Kindergarten (K) through 12 or K through 14 but not K through 16. Other issues brought to the surface were questions about professional licensure, what defines a teaching load, and how the institutional culture will change in regard to School-to-Work versus academia.

Assistant Provost Burns led the administrators through a brainstorming activity to identify the characteristics of a successful partnership. The resulting characteristics are:

- Fluid communication.
- Commonly agreed upon goals.
- Commitment to leveraging resources.
- Willingness to create model programs involving all partners members.
- Commitment to reduce competitiveness.
- Investment in the partnership.

Participants recognized that postsecondary institutions are not well prepared to accommodate students who have been involved in rigorous School-to-Work programs at the high school level including work-based learning and apprenticeships. They noted that secondary math curriculum changes have already impacted the college curriculum. The session concluded with the recommendation that if the Chancellor

RECOMMENDATION: Provide State funding for postsecondary/secondary collaboration and distance learning initiatives.

has set as his priority to work with the secondary schools, then funding should be earmarked to this end. A final suggestion was that SUNY should seek ways to fund distance learning initiatives.

D. <u>ISSUES AROUND POSTSECONDARY PARTICIPATION FOR SCHOOL-TO-WORK AND TECH PREP COORDINATORS:</u> Facilitated by Constance Spohn

School-to-Work and Tech Prep Coordinators discussed issues from both secondary and postsecondary perspectives. Participants debated the philosophy of the initiatives and the undercurrent issues of the reform questioning if STW is education for educational growth or to meet the needs of employers? Are these initiatives promoting tracking and forcing choices early in a student's education? And what should be the long term results of education in the secondary system?

RECOMMENDATION: Increase the connection between the work place and college coursework.

Participants expressed the belief that both secondary and postsecondary educators do not comprehend the needs of the work place. Employers are calling for transferable skills. Involving business in a variety of ways can help to address this problem. Colleges believe they are teaching students to transfer knowledge but students have very little practice in the application of book knowledge. Greater workplace connections to the students' coursework was recommended. Greater involvement by faculty in advisory committees was also recommended as a means to increase work place connections.

RECOMMENDATION: Increase opportunities for faculty involvement in advisory committees.

Cooperative work experiences were also discussed. One problem cited was that during semester and summer breaks when significant experiences could occur, students go home.

Parent support for internships was also discussed. Parents must see the value of the program. At the secondary level, involvement of parent/teacher organizations was suggested.

Strategies to encourage postsecondary faculty participation were discussed. Symposia were suggested as a means to introduce School-to-Work locally.

RECOMMENDATION: Host local symposia to create awareness for STW .

Faculty internships were also suggested. It was felt that business is receptive to faculty internships. Practicum experience would be helpful to faculty involved in developing strategies to allow students to transfer credit for work-based learning to four-year institutions. Postsecondary and secondary faculty collaboratively writing curriculum and work-based applications have been used successfully in Tech Prep programs.

RECOMMENDATION: Develop opportunities for faculty to intern in business and industry.

Issues to be addressed as a result of these suggestions are:

(1) Whose students are they when courses taught at the high school grant college credit--does the college receive FTE credit for these students?

RECOMMENDATION: Use collaborative teams of secondary and postsecondary teachers in curriculum development.

(2) Faculty participation in the suggested activities during the school year is workload. Secondary teachers have the availability of substitute teachers but postsecondary teachers do not. The overreaching feeling of the importance of working together was evident throughout the discussion.

VI. CONCURRENT WORKSHOP SESSIONS SUMMARIES

During the two concurrent workshop sessions, participants had the opportunity to select from a menu of workshops and carousel sessions which showcased promising and successful practices that New York State postsecondary institutions have implemented as partners in Tech Prep and School-to-Work programs.

A. CONCURRENT WORKSHOP SESSION I

1. Integrating Academic and Technical Education at the Two-Year College Campus. Presenters Mary Stedman, SUNY Farmingdale, and Anne Emmerson, Nassau Community College.

Nassau Community College and SUNY Farmingdale have connected their Freshman Learning Communities Program as a postsecondary component to Nassau County's Tech Prep Program. Learning Communities are designed to ease transition into college by combining the personalized approach of a small college community with the resources of a major education institution. Communities comprise two to three teachers and 24 students who take two or three classes together and another course or two outside the community. Community courses include college writing, math, psychology, and sociology. Students are encouraged to take courses related to their degree major in Business, Criminal Justice, health careers or other interest area as the "outside" courses. The academic subject matter of the community courses is integrated throughout the student's coursework along with work-based learning experiences. Personalized advisement and teamwork are critical components of the "community." The students are randomly selected to receive invitations to join a learning community and are representative of the general college population including recent high school graduates, transfer and adult students. The Learning Communities component builds upon the Tech Prep and School-to-Work philosophies of applied learning, academic and

occupational integration, and work-based learning and provides a clear pathway from high school through the associate degree.

2. The Missing Link: School-to-Career and College. Presenters Marcia Drumm and Joy Stanistreet, Onondaga Community College.

Onondaga Community College is the organizing partner of both the Onondaga County Tech Prep Program and the Onondaga County School-to-Work Partnership. Topics covered were fiscal administration, governing structures, faculty and curriculum development, admissions procedures to recruit and transition students from School-to-Work and Tech Prep secondary initiatives. Participants also learned about Onondaga Community College's comprehensive articulation agreement procedures which include faculty-to-faculty mentoring, college coursework delivered at the high schools, and a seamless curriculum between the participating secondary schools and the college. The workshop provided the audience with concrete strategies by which to participate in partnerships while building on the strengths of the institution.

3. A Seamless Transition from High School to the Colleges of Technology. Presenters Terry Hughes, SUNY ATC at Cobleskill; Joan Kennedy, Alfred State College; Dr. Wayne Gillis, SUNY at Morrisville; and Dr. Daryle Foster, Cornell University.

The SUNY Colleges of Agriculture and Technology who are active partners in the AG2000 Statewide Tech Prep Consortium have been developing applied curriculum for several years and are working to accommodate Tech Prep students as they enroll in the college portion of the program. These accommodations include advanced standing upon admission to the associate degree program and the Consortium's plan for evaluation for admissions based on a Tech Prep Student Portfolio. The portfolio, specifically designed by Cornell University's Instructional Materials Service for the AG2000 students, is an integrated, authentic assessment instrument. Students select samples of their work for use in evaluating achievement in their high school or BOCES occupational programs, in applied and integrated academic coursework, and their employability skills.

4. The New Secondary Graduation Requirements and Learning Standards. Presenter Jeannette Canaday, New York State Education Department.

Ms. Canaday brought the workshop audience up to date on the state's new learning standards for secondary students recently endorsed by the Board of Regents. As students emerge from the secondary level with higher levels of learning, academic remediation and curriculum at the postsecondary level will be impacted. The standards, which coincide with SUNY 2000's report College Expectations: The Report of the SUNY Task Force on College Entry-Level Knowledge and Skills, are introduced in seven content groups. They are: English Language Arts; Languages Other Than English; Math, Science and Technology; Career Development and Occupational Studies; Social Studies; the Arts; and Health Education, Physical Education, and Home Economics. Pilot assessments to reflect the new standards and proposed changes to high school graduation requirements were also reviewed during this session. Participants brainstormed ways their institutions would change as a result of entering students who are prepared for the academic rigor of college.

B. CONCURRENT WORKSHOP SESSION II - CAROUSEL SESSION

5. Youth Apprenticeship - High School and Beyond. Presenters Laura Simons, PIC of Chautauqua, Inc.; Larry DiStefano, Bush Furniture, Inc.; Lee Ann Richir, Falconer High School; and Zoe Fellows, Jamestown Community College.

The Chautauqua County School-to-Work Partnership has worked with their business, secondary and postsecondary partners, and the Private Industry Council to develop and implement the apprenticeship model of work-based learning. The apprenticeship was developed in direct response to the economic need in the community for entry-level workers with a high level of technical skills. This model is unique in that it affords the student both secondary and postsecondary opportunities for work-based learning. The first cohort has graduated from the secondary component of the program and some have continued their studies at the community college. Participants were led through the steps necessary to

develop an apprenticeship model of work-based learning and the curricular changes that were implemented at each institutional level .

6. Higher Education School-to-Career Implementation: K-12 & 13-16/A Strategic Model. Presenter Jeannette Grill, Long Island University, C.W. Post Campus.

The Nassau County School-to-Career Partnership is working with six postsecondary institutions in building a comprehensive STW system in their region. The partnership has developed a systemic model to implement school-to-career strategies at the postsecondary level. Through joint meetings, the partnership's postsecondary representatives have been wrestling with many of the same issues discussed at the Symposium and are working through strategies to connect the secondary and postsecondary initiatives. Year One of the three year plan has recently been successfully implemented with commitment to continue the joint sessions with faculty and staff from each entity.

7. Building Partnerships: Two Year Curriculum at Corning Community College with Area High Schools. Presenters Jayne Peaslee, Fran Wells, and Nancy Latour, Business Division, Corning Community College.

Corning Community College's Business Department established the college's first articulation agreement in a 2 + 2 applied, seamless business program with their local high school partners. High school students who successfully complete the high school Keyboarding, Word Processing Principles, Introduction to Spreadsheets and Database courses earn college credit through an established portfolio assessment process. Participants were apprised of the process of developing the articulated curriculum through joint faculty sessions and the importance of building trust in the secondary schools. The success of this program created synergy within other departments at the college to replicate the process and develop additional articulated curricula between the secondary and postsecondary levels.

*8. **The Delhi DACUM Resource Center**.* Presenter Susan R. Reynolds, Office for Business and Industry Relations, SUNY College of Technology at Delhi

This workshop gave participants an overview of the DACUM Resource Center, including its renowned process of curriculum development. The Resource Center is part of SUNY Delhi's Office for Business, Industry and Lifelong Learning. "DACUM" is an acronym for "develop a curriculum." The approach was created in the late 1960's in Iowa and expanded in the 1970's by the New Start Corporation. DACUM Centers in South Carolina and Ohio have grown to national prominence. SUNY Delhi has adopted and utilized the process as a means of ensuring that requisite occupational skills and competencies are integrated into degree programs. They have used the process for academic program review as well as for new curriculum development for their Tech Prep initiative. Its greatest impact at SUNY Delhi, however, has been in the development of customized training programs for business and governmental agencies.

The process is built upon the following assumptions: (1) expert workers are best able to describe/define their occupation; (2) a job can be effectively described in terms of tasks performed by successful workers in that occupation; and (3) all task statements imply the knowledge and attitude inherent to the task. Experienced DACUM professionals facilitate a group of occupational experts from business, education or both, in an organized brainstorming activity. An occupational definition and analysis is then constructed and serves as the basis for competency-based curriculum development. The role of the expert practitioners is to define the major duties, tasks and competencies necessary to be successful in an occupation. This process has been successfully used in a variety of ways, including but not limited to employee evaluation, program marketing, hiring criteria, new employee development and program review.

*9. **School-to-Work and College Admissions.*** Presenter David Nohara, Office of Academic Programs, SUNY System Administration.

Mr. Nohara summarized the April, 1997, report prepared by the SUNY work group on School-to-Work and College Admissions resulting from their meetings during the past

year. The group comprised high school and postsecondary administrators, guidance counselors, admissions officers, staff from the State Education Department and SUNY System Administration. The work group noted that an increased diversity in learning experiences, including work-based, community-based, applied, and contextual learning, has resulted in changes in assessment methods at the secondary level. As programs vary from school to school, postsecondary admissions staff are often faced with the difficult task of developing accurate applicant profiles from school records in unfamiliar formats or noting unfamiliar courses.

The work group made several recommendations to develop consistency in assessing student performance in relation to other students and in a manner easily understood by admission staff at diverse receiving institutions. Among the recommendations are the following:

- Communication between secondary and postsecondary institutions regarding K-12 reform efforts and college admission requirements should be continuous.
- Non-school-based learning experiences and portfolio assessment should be relevant to admissions criteria and provide comparative and evaluative information.
- Use of standard course designations on transcripts reflecting content and rigor. Designations suggested were Local, Regents, Honors, or College Level.
- Development of a comprehensive list of articulation agreements between secondary and postsecondary institutions providing receiving institutions with a list of courses qualifying for credit or advanced placement at other institutions.
- School districts communicate their course and assessment systems directly to the receiving postsecondary institution.
- Schools denote Regents variances on transcripts for courses so designated.
- Conduct further research regarding the predictive value of portfolio and other alternative assessments.
- Include a summary sheet of contents, evaluative comments and rubrics with student portfolios.

As students participate in work-based and community-based learning experiences and student portfolios are developed, materials beyond the traditional high school transcript are available and potentially useful for consideration in the college admissions process. However, Mr. Nohara noted that materials submitted through the admissions process should be relevant to admissions criteria, demonstrate student learning to the New York State Learning

Standards, and assess student performance in relation to other students. The report of the work group is available through SUNY System Administration's Office of Academic Programs.

10. School-to-Careers Preservice Teacher Education Project. Presenters Michael Hardt and Maryann Tracy, Syracuse University.

Syracuse University is a member of the network of NYS STW Staff and Curriculum Development Providers. Project staff at the University have been working with a committee of teachers and others who have experience in STW to develop a Preservice Teacher Education School-to-Career Guide. The source and resource guides contain sample activities and curriculum for use by Schools of Education throughout the State. Participants were provided samples from the book as well as the design process used in gathering evaluative information to develop and refine the materials. Pilot colleges were chosen to field test the curriculum prior to final revisions and publication.

11. Education is Everybody's Business: Links with Postsecondary Education. Presenter Nancy Kraus, State University College of New York at Buffalo.

The Buffalo School-to-Work Partnership and one of their postsecondary partners, SUNY College at Buffalo, have developed a unique mentoring program that has proven to be a "win-win" situation. Graduate students in the college's vocational education program serve as mentors to middle school students in the City of Buffalo School District. The program is based on research that middle school is a critical time in a child's education to develop an understanding of careers and career planning. The mentoring program is focusing on a structured process of career exploration with the college mentors leading the middle school students through career research and activities to develop career awareness. The result of the mentoring activities is students who are developing research skills while exploring a variety of careers and future educators who are developing teaching and coaching skills. The program provided an unexpected bonus -- mentors are learning as much about career planning as the students.

VII. PLENARY SESSION

A Systems Approach to Articulation and Admissions of Tech Prep/School-to-Work Students. Presenter: Dr. Robert Light, Associate Provost/Dean, Penn State, The Behrend College, Erie, PA.

Dr. Light discussed five components critical to the success of a Tech Prep Program: (1) the articulation agreement, (2) curriculum, (3) scope and sequence of the courses, (4) course competencies and (5) a comprehensive career plan.

The first of these components, the articulation agreement, should be written in a generic style to cover the multitude of potential variations among numerous educational partners, (e.g., high schools, career centers, postsecondary institutions). The agreement should provide an educational roadmap which will allow students to move seamlessly from secondary to postsecondary education. The agreement should also provide teachers with target competencies for college course work. A well-designed articulation agreement should result in better prepared students and greater chance of student success. Although the articulation agreement is primarily intended to act as a bridge between the secondary and the postsecondary institution, it may also be appropriate to bridge the curricula of two- and four-year institutions.

The second key component is the curriculum. Curriculum must be designed to prepare students for today's new, technically-oriented reality. Dr. Light emphasized the importance of having strong business connections as a means of achieving and maintaining curriculum quality.

The third component is the curriculum scope and sequence charts for the curriculum mapping between the secondary schools and Penn State. These charts should specify the grade 7-12 curriculum, academic courses at all levels, computer skills which span across all grade levels, technical courses in various cluster areas (e.g., engineering technologies, business administration, and allied health), and the pathways to associate and baccalaureate

degrees. The final two components are a description of the prerequisite and exit competencies and the generation of a comprehensive career plan.

Participants contrasted the statewide articulation system of Penn State with the lack of an organized articulation process in the SUNY system.

VIII. WORKING SESSION

Facilitated by Dr. Cal Crow, Co-Founder, Center for Career and Work Related Education, Des Moines, WA.

Dr. Crow facilitated the "open space" session creating an atmosphere for the free-flow of ideas, conversation, and debate of issues around implementing School-to-Work at the postsecondary level. Participants were provided with an overview of the changing nature of the work place where in the future, individuals may have to create their own jobs. An entrepreneurial focus is evident in all sectors of the economy as the shift continues towards temporary workers, brokers and contract workers. Dr. Crow noted that two of the three largest employers in the United States are now Manpower Industries and Kelly Temporary Services.

Dr. Crow commented on the stagnation of the current education system which reflects an industrial model of mass production, standardization, centralization, hierarchial decision making, rote learning, and end-of-line quality control. It is a system focusing on how school works (i.e., grades and grade levels, courses, credits, graduation requirements and test scores) rather than how the work place functions today. It is a system where students may learn how to work successfully in school while not learning how the rest of the world works.

Participants asked for clarification about what should be taught, the useful or the beautiful. Is School-to-Work simply adding career development to a liberal arts curricula? Dr. Crow described the broader concept of School-to-Work as a strategy for systems change. Hofstra University identified a major shift to accommodate School-to-Work, from what is

taught to what students should learn. Research shows students do not transfer what is taught in the classroom to other situations. Students must be able to process and connect information, to construct their own knowledge. Good teaching practices include presenting information in a context that generates meaning for students and is critical for understanding and learning.

The National Center on Education and the Economy's report, America's Choice: High Skills or Low Wages, (1990) indicated that issuing young people high school diplomas and wishing them good luck is no longer sufficient if they are expected to compete successfully in the global marketplace. Clearly the need for higher level skills and specialization training has implications for recruitment and retention at the postsecondary level. Only one in five students, however, presently graduates from a four-year college, and many young people experience a "ten-year drift" moving from entry-level job to entry-level job. School-to-Work is preparing young people to be successful adults, not just fill work slots.

According to U.S. Department of Labor Secretary Reich, there are three kinds of work worldwide: (1) routine assembly, worth approximately $5 per hour on the world market; (2) in person or service work; and (3) symbolic analyst where people think conceptually and can analyze symbols. The third category, symbolic analyst is where the jobs will be in the 21st century.

School-to-Work promotes the active involvement of students in their own career development. Beginning no later than the seventh grade, every student should have an education/career plan extending at least one year beyond high school. Students should assume major responsibility for continually assessing and adjusting their educational and career goals. The education/career plans help drive curriculum through the system, motivate students to persist, and identify the need for education beyond high school.

A challenge to postsecondary institutions is the predicted obsolescence of the classroom with the growth of distance learning. Information can be obtained in a variety of ways and the role of the college is changing. Dr. Crow challenged the participants to think about how they would respond to the question, "If I came to your college, what would I learn?" The participants broke into work groups to respond and identify how their institutions

would know what their students would be able to do after completion of their course/degree program. Responses from the work groups included the following:

- Writing samples and exit competency exams.
- Integrating mathematics in all programs through a pyramid approach.
- Student contracts.
- Time for reflection in class about what was learned and what questions students may still have.
- Time for reflection about students' jobs and their connection to coursework.
- Opportunities for experiential learning outside the classroom including workstudy, study of foreign languages overseas, etc.

Participants also discussed how postsecondary institutions can move in this direction. Discussion points and recommendations are highlighted below.

RECOMMENDATION: Talk across disciplines and levels.

Faculty should be engaged in peer-to-peer feedback and coaching. A world of increasing complexity requires thinking from multiple vantage points. This strategy includes secondary/postsecondary, faculty-to-faculty, faculty-to-business conversations and staff development.

RECOMMENDATION: Operate systems that embrace high quality and continuous improvement.

Education must be viewed as community enterprise. Creating support systems both within the institution and the community will assist in overcoming barriers to change. School-to-Work promotes partnerships of business, labor, parents, government, and other community members as active partners in assisting students prepare for the future. These partners have a clear understanding of the skills, knowledge, and behaviors necessary for successful emerging workers.

RECOMMENDATION: View education as a community enterprise.

RECOMMENDATION: Provide professional development opportunities for faculty to learn new teaching strategies.

Coursework must relate to the skills and knowledge students will need in the work place. Retraining faculty is

critical and should include methodology in applied academics, contextual learning, and the development of meaningful work-based experiences.

Faculty are currently hired based on their content knowledge rather than teaching skills. The process should also include observation of candidates teaching skills and their ability to engage students in learning and higher order thinking.

RECOMMENDATION: Revamp the process for hiring faculty.

Appropriate work-based learning experiences should be created to provide students with opportunities to transfer classroom learning to the world outside. Through participation in engaging work-based experiences, students will make stronger connections between what they are learning in college and the need for such skills and knowledge in the work place.

RECOMMENDATION: Define what students should do and know upon graduation.

IX PARTICIPATING INSTITUTIONS

Postsecondary institutions were invited to send teams of administrators, admissions and advisement representatives, faculty, and School-to-Work and Tech Prep Coordinators. Representatives from the following institutions participated in the Symposium:

Adirondack Community College
Queensbury, NY

Alfred State College
Alfred, NY

Bryant & Stratton - Eastern Hills Campus
Williamsville, NY

Bryant & Stratton - Rochester Campus
Rochester, NY

Cayuga Community College
Auburn, NY

Cornell University
Ithaca, NY

Corning Community College
Corning, NY

Erie II BOCES
Ashville, NY

Genesee Community College
Batavia, NY

Hofstra University
Hempstead, NY

Jamestown Community College
Jamestown, NY

LongIslandUniversity-BrooklynCampus
Brooklyn, NY

Long Island University - C.W. Post Campus
Brookville, NY

Medgar Evers College
New York, NY

Monroe Community College
Rochester, NY

New York State Education Department
Albany, NY

National School-to-Work Office
Washington, DC

Niagara Community College
Sanborn, NY

Olean Business Institute
Olean, NY

Onondaga Community College
Syracuse, NY

Sullivan Community College
Selkirk, NY

SUNY ATC at Cobleskill
Cobleskill, NY

SUNY ATC at Morrisville
Morrisville, NY

SUNY College of Tech. at Delhi
Delhi, NY

SUNY College at Cortland
Cortland, NY

SUNY System Administration
Albany, NY

SUNY College at Buffalo
Buffalo, NY

SUNY College of Tech. at Farmingdale
Farmingdale, NY

SUNY College at Geneseo
Geneseo, NY

Syracuse University
Syracuse, NY

APPENDIX A

SYMPOSIUM AGENDA

AGENDA

THURSDAY, MAY 29, 1997		
10:00a.m. - 11:00a.m.	*Lobby*	**REGISTRATION**
11:00a.m. - 11:15a.m.	*Main Dining Room*	**OPENING REMARKS** *Constance H. Spohn*, Interim Director, Two-Year College Development Center; *Phyllis Depalo*, Associate, School-to-Work Team, New York State Education Department.
11:15a.m. - 11:40a.m.	*Main Dining Room*	**PLENARY SESSION** *Vickie Schray*, National School-to-Work Office.
11:40a.m. - 11:45a.m.	*Main Dining Room*	**WELCOME:** *Gregory T. DeCinque*, President, Jamestown Community College.
11:45a.m. - 12:30p.m.	*Main Dining Room*	***LUNCH***
12:30p.m. - 1:30p.m.	*Main Dining Room*	**PANEL PRESENTATION: SCHOOL-TO-WORK, WELFARE REFORM & THE WORKFORCE DEVELOPMENT SYSTEM - WHAT IS THE IMPACT ON HIGHER EDUCATION** ***Moderator:*** *Stanley S. Hansen, Jr.*, Chief, Bureau of College, Schools & Community Collaboration, New York State Education Department. ***Panelists:*** **School-to-Work** - *Charles A. Burns*, Assistant Provost, Office of Academic Programs, SUNY System Administration, **Welfare Reform** - *Robert Giuffrida*, Project Associate, Office of Special Programs, SUNY System Administration, **Workforce Development System** - *James Donsbach*, Associate, Office of HEOP/VATEA/Scholarship, New York State Education Department.
1:30p.m. - 2:30p.m.	***WORKING SESSION: BREAK BY AREA OF INTEREST***	
	Lobby	**ADMISSIONS/ADVISEMENT OF STUDENTS**
	Sun Room (second floor)	**IMPACT ON CURRICULUM/INSTRUCTION FOR FACULTY**
	Chautauqua Room	**IMPACT ON INSTITUTIONAL CULTURE AND FINANCES FOR ADMINISTRATORS**
	Main Dining Room	**ISSUES AROUND POSTSECONDARY PARTICIPATION FOR SCHOOL-TO-WORK & TECH PREP COORDINATORS**
2:30p.m. - 3:00p.m.	*Main Dining Room*	**DISCUSSIONS/REACTIONS - FOLLOW UP WITH PANEL PRESENTERS**

3:05p.m. - 4:05p.m.	**SESSION I: CONCURRENT WORKSHOPS**	
	Blue Room	**DISCOVERY TECH: THE EVOLUTION OF A SUCCESSFUL MED TECH PROJECT (GRADES 11-14)** ***Presenters:*** *Dr. Leonard Ciaccio, Richard Rimpici, Dr. Peter Takvorian* and *Joseph Russo*, Discovery Center, The College of Staten Island/CUNY.
	Chautauqua Room	**INTEGRATING ACADEMIC AND TECHNICAL EDUCATION AT THE TWO-YEAR COLLEGE CAMPUS** ***Presenters:*** *Mary J. Stedman*, Associate Professor of Nursing, State University of New York at Farmingdale, *Anne Emmerson*, Chair, Office Technology, Nassau Community College, and *Mary Mirabito*, Director, Nassau BOCES Tech Prep Consortium.
	Lobby	**THE MISSING LINK: SCHOOL-TO-CAREER AND COLLEGE** ***Presenters:*** *Marcia Drumm* and *Joy Stanistreet*, Onondaga Community College.
	Sun Room (second floor)	**A SEAMLESS TRANSITION FROM HIGH SCHOOL TO THE COLLEGES OF TECHNOLOGY** *Presenters: Terry Hughes*, Coordinator, Ag Tech Prep 2000, *Joan Kennedy*, Department Chair, Alfred State College, *Dr. Wayne Gillis*, Dean, Agriculture & Natural Resources, State University of New York at Morrisville, *Dr. Daryle Foster*, Director, Instructional Materials, Cornell University.
	Parlor Room	**THE NEW SECONDARY GRADUATION REQUIREMENTS & LEARNING STANDARDS** ***Presenters:*** *Jeanette M. Canady*, Curriculum & Instruction Team, New York State Education Department.
4:15p.m. - 5:20p.m.	**SESSION II: CAROUSEL SESSION**	
	Parlor Room *Table 1*	**YOUTH APPRENTICESHIP - HIGH SCHOOL AND BEYOND** ***Presenters:*** *Laura Simons*, PIC of Chautauqua, Inc., *Larry DiStefano*, Bush Furniture, Inc., *Lee Ann Richir*, Falconer High School, and *Zoe Fellows*, Jamestown Community College.
	Parlor Room *Table 2*	**HIGHER EDUCATION SCHOOL-TO-CAREER IMPLEMENTATION: K-12 & 13-16/A STRATEGIC MODEL** ***Presenter:*** *Jeanette Grill*, Director, Professional Experience and Placement, Long Island University, C.W. Post Campus.
	Parlor Room *Table 3*	**BUILDING PARTNERSHIPS: TWO YEAR CURRICULUM AT CORNING COMMUNITY COLLEGE WITH AREA HIGH SCHOOLS** ***Presenters:*** *Jayne Peaslee*, Business Administration Chairperson, *Fran Wells*, Assistant Professor in Business Administration, *Nancy Latour*, Professor of Office Administration and Travel & Tourism, Corning Community College.

	Parlor Room *Table 4*	**THE DELHI DACUM RESOURCE CENTER** ***Presenter:*** *Susan R. Reynolds*, Director, Office for Business & Industry Relations, SUNY College of Technology at Delhi.
	Parlor Room *Table 5*	**SCHOOL-TO-WORK AND COLLEGE ADMISSIONS** ***Presenter:*** *David Nohara*, Office of Academic Programs, SUNY System Administration.
	Parlor Room *Table 6*	**SCHOOL-TO-CAREERS PRESERVICE TEACHER EDUCATION PROJECT** ***Presenter:*** *Michael Hardt* and *Maryann Tracy*, Syracuse University.
	Parlor Room *Table 7*	**EDUCATION IS EVERYBODY'S BUSINESS: LINKS WITH POSTSECONDARY INSTITUTIONS** ***Presenter:*** *Nancy Kraus*, Graduate Assistant, State University of New York at Buffalo.
6:00p.m. - 6:30p.m.	*Front Veranda*	***RECEPTION***
6:30p.m. - 8:30p.m.	*Main Dining Room*	***DINNER***
		DINNER PRESENTATION: A SYSTEMS APPROACH TO ARTICULATION AND ADMISSIONS OF TECH PREP/SCHOOL-TO-WORK STUDENTS ***Presenter:*** *Dr. Robert Light*, Associate Provost/Dean, Penn State, The Behrend College, Erie, PA.
FRIDAY, MAY 30, 1997		
8:000a.m. - 9:00a.m.	*Main Dining Room*	**CONTINENTAL BREAKFAST**
9:00a.m. - 1:00p.m.	*Parlor Room*	**WORKING SESSION:** ***Presenter:*** *Dr. Cal Crow*, Center for Career & Work Related Education, Des Moines, WA.
1:00p.m. - 2:00p.m.	*Main Dining Room*	***LUNCH***

Conference Speakers

Vickie Schray

Vickie Schray joined the National School-to-Work Office in January, 1997, to work as a member of the Field Services and Technical Assistance Team. In addition to her responsibilities as Project Officer for the State of New York, she is the National Office point of contact for issues related to the use of skill standards in state School-to-Work systems and is assisting with the development of a national strategy for involvement of the postsecondary community. Ms. Schray's long and diverse work experience in education and work force development spans both secondary and postsecondary education and the private and public sector. Prior to joining the National School-to-Work Office, Ms. Schray was the Deputy Director of the National Skill Standards Board. As Deputy Director, she had the opportunity to work closely with business and industry, organized labor, education and organizations and agencies at both the state, national, and international levels to determine progress to date in the development of skill standards, and to support the Boards effort in designing a voluntary system of national skill standards. While a resident in the State of Oregon, Ms. Schray, as the Director of Work and Educational Opportunities at Mt. Hood Community College, was responsible for leading a statewide effort to develop occupational skill standards and statewide articulation efforts for both secondary and postsecondary education. In this capacity, she assisted in the design and implementation of school-to-work both at a regional and local level.

Robert W. Light, Ph.D.

Dr. Light is Associate Provost and Associate Dean at Penn State Erie, The Behrend College. He oversees graduate studies, research, continuing & distance education, and outreach for the College. In his 12 years at the college, Dr. Light has held the posts of Director of the Ben Franklin Partnership satellite office in Erie (1985-1988), Acting Director of the Northwest Pennsylvania Industrial Resource Center (1988), and Assistant Professor of Biology (1987-present). Dr. Light has been responsible for the implementation of the community and economic development programs at the College, including the development of a Plastics Technical Center, which has evolved into the federally-funded Plastics Technology Deployment Center, seven other technology centers, an educational partnership to help middle and high school students stay in school, and an inventors' association. Dr. Light is currently working on the development of a Knowledge Park on 200 acres of the College's land. Dr. Light received a Ph.D. in Ecology from Penn State, an M.S. in Biology form Millersville University of Pennsylvania, and a B.S. in Biology from the University of Delaware.

Cal Crow, Ph.D.

Cal Crow is a co-founder of the Center for Career and Work-Related Education (CCRWRE), one of the nation's first organizations to link education reform with the changing economy and workplace. Dr. Crow holds a Ph.D. in counselor education from Arizona State University, and has been an adjunct professor in Seattle University's counselor preparation program since 1973. He has been a classroom teacher, an urban high school head counselor, a community college programs coordinator and instructor, a university lecturer, a counselor in private practice, and a consultant in 27 states, the District of Columbia & Guam on a variety of topics.

APPENDIX B

PARTICIPANT LIST

Postsecondary Symposium on School-to-Work
May 29-30, 1997
Chautauqua Institute

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APPENDIX C

SUNY SCHOOL-TO-WORK COMMITTEE

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